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*Pictured knowledge* consists of six volumes which present in a well-organized series topics from practically all of the school subjects. The staff of contributing editors includes many of the best-known school men of America. The text material is written, not in the popular, semi-accurate style characteristic of many books of this kind, but in the careful style of the descriptive material accompanying illustrations in the better class of school textbooks. The collection of pictures, which constitutes the major portion of the volumes, is quite superior. They have been chosen with care and would tell a great deal even without the supporting text.

Such a work as this would serve a good purpose in any schoolroom, especially in those so situated that the life-experiences of the pupils are naturally limited. The wide interest stimulated is perhaps as important a factor as the added fund of information which is contributed.

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*New civics material.*—The introduction of civics teaching in the lower grades is becoming increasingly common. One of the greatest difficulties in doing this is the securing of suitable material which is based upon the children's experiences and which will function in their behavior. Miss Harris has recently prepared an excellent series of civics lessons<sup>1</sup> for use in the three primary grades. These lessons are based upon the experiences of children living in cities and are therefore suitable for only that class of children.

For each of the first three school grades there is given a list of situations of civic significance typical of the life of children in that grade. Each of these situations is then made the subject of an extended topical treatment, organized into four main divisions. The first of these divisions gives an extension of the children's experiences and observations; the second division includes interpretations and enlargements by the teacher; the third outlines methods of teaching the topic, giving illustrations; while the fourth outlines the results toward which the lesson is aimed.

An extension of the series for the next three grades is in process of preparation. These lessons are very suggestive and should be in the hands of all primary teachers. A similar series designed for use in smaller communities would be very serviceable.

The class of supplementary reading material for civics classes has been increased by an interesting little book by Mr. Baldwin,<sup>2</sup> containing historical sketches, selected poems, and other stories. The book is so organized that it traces the development of liberty among English-speaking peoples through its great epochs from the Magna Charta to the Emancipation Proclamation. The various selections used are so woven around the central theme of liberty

<sup>1</sup> HANNAH M. HARRIS, "Lessons in Civics for the Three Primary Grades of City Schools," *Bureau of Education Teachers' Leaflet No. 9*, 1920. Washington: Department of the Interior. Pp. 64.

<sup>2</sup> JAMES BALDWIN, *The Story of Liberty*. New York: American Book Co., 1919. Pp. 240. \$0.88.

that it leaves in the minds of the readers a clear and inspiring conception of the ideal of freedom.

Another civics reader of a more elementary nature has been written by Mr. Fraser.<sup>1</sup> This book gives a descriptive account of the workings of our government in a style which will be of interest to elementary-school children. The material follows the traditional type of civics treatment and will be of value only as a supplementary reader giving a rather complete fund of miscellaneous information about our form of government.

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*Mental testing in elementary schools.*—In the spring of 1919 the General Education Board made an appropriation of \$25,000 to the National Research Council for the purpose of preparing and standardizing a group intelligence test. A committee of five psychologists was appointed to undertake the task. The results of their work are now available.

These tests,<sup>2</sup> which are for use in grades three to eight have been adapted from the army intelligence examinations. Two scales, A and B, have been prepared, and additional forms of each will be issued at six-month intervals. Each scale contains five sets of tests and requires approximately thirty minutes' time. Convenient scoring stencils are provided. Tentative norms for comparison are given in the manual of directions.

The National Research Council plans to use the royalty from the sale of the tests to extend their value and to provide a co-operative information service for the users of the tests. It is to be expected that the *National Intelligence Tests* will soon become the best standardized of any in the field.

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*Health education.*—Those concerned with health work in the schools will find much of interest in the report<sup>3</sup> of the last international conference of women physicians. Three of the six volumes are more particularly related to educational problems. The first volume, entitled "General Health Problems," includes articles on exercise in schools, health classes for children, dental work, etc. Volume II, entitled "The Health of the Child," contains discussions of child hygiene, open-air schools, child labor, play, the sexual life of the child, the neurotic child, and other health subjects. Volume V contains a number of good papers on sex education and adaptation to life. This volume would also be of interest to students of educational psychology.

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<sup>1</sup> C. C. FRASER, *The Young Citizen's Own Book*. New York: Thomas Y. Crowell Co., 1920. Pp. 320.

<sup>2</sup> R. M. YERKES, M. E. HAGGERTY, L. M. Terman, E. L. Thorndike, and G. M. Whipple, *National Intelligence Tests*. Yonkers-on-Hudson, New York: World Book Co., 1920. Scale A: Form 1; Scale B: Form 1. \$1.60 per package of 25 tests.

<sup>3</sup> *Proceedings of the International Conference of Women Physicians*. New York: The Womans Press, 1920. Vols. I-VI. Pp. 1150. \$3.00.